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ABSTRACT

Problem solving techniques were used by a Long Beach (California) Unified School District team that was charged with the responsibility of designing and implementing a course in black culture for certified employees of the district. The team used a four phase approach. First they defined the problem faced by the school district: that no course in black culture was available for school personnel in a district where 14 percent of the students were black. The team's next function was to establish criteria for evaluating solutions and to identify constraints that might limit the selection of solution strategies. During the third phase, solutions were sought through a review of the literature and interviews with educators, school administrators and counselors, and black parents, students and community members. A series of six solutions were identified and field tested during the fourth phase. Four workshops were presented to school personnel. Evaluations indicated that the workshops were well received. The inservice program continued for four years. (MK)

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A SUGGESTION FOR DESIGNING AND IMPLEMENTING A COURSE IN THE BLACK CULTURE

by

Bennie P. Reams, Ed.D.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PROBLEM AREA AND ITS IMPORTANCE

Designing and implementing programs for the preparation of teachers in the history, culture, and current problems of Black students was one of the most challenging tasks facing administrators in the Long Beach Unified School District. More than 9,000 of the approximately 60,000 students enrolled in the District were Black. The expansion of the enrollment balance program, the movement of Black families to suburban school areas, and racial tension in some of the schools increased the need for providing courses in the Black language patterns, cultural values and traditions, student behavior and learning styles, and effective communication and conflict resolution. No guidelines were available to assist the site administrators in planning, conducting, and evaluating programs in Black Culture. Education Code Sections 13345 through 13349 (Article 3.3 of Chapter 2, Division 10) mandated that programs in intergroup relations and ethnic studies be provided when 25% or more of the students are from diverse ethnic backgrounds.[1] The minority enrollment in Long Beach Unified School District was approximately 30% of the total student population.[2] Black parents were

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[1] "Teacher Preparation in the History, Culture and Current Problems of Racial and Ethnic Minorities," California Education Code, Article 3.3, Sections 13345-13349, effective date July 1, 1974.

[2] Long Beach Unified School District, School Bulletin, November 19, 1976,

aware of the new laws and urged the district's leaders and Black educators to develop such programs immediately.

The purpose of this study was to examine the problem as stated in the following question, using the problem solving model by Fine as the basis of this investigation:[1]

> How can a course in Black Culture be designed and implemented in such a manner that it meets the requirements of Education Code Sections 13345 through 13349 (intergroup relations and ethnic studies) for staff development of certificated employees in Long Beach Unified School District?

Current and Historical Background

According to the annual racial and ethnic survey completed by the research department November 1976, the minority enrollment in the Long Beach Unified School District had steadily increased for the eleventh consecutive year. The racial and ethnic breakdown by categories were as follows: White, 68.2%; Black, 14.7%; and other minority groups constituted approximately 16%.[2] More than 50,000 students were enrolled in kindergarten through the twelfth grade. An estimated 8,447 of these were Black youngsters.

Long Beach Unified School District is the fourth largest school district in California and second in student population in Los Angeles County. It has 79 schools: 53 kindergarten through sixth grade elementary, 2 camps (all

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[1] Thomas W. Fine, Guide to Educational Problem Solving (La Verne College, La Verne

[2] Long Beach Unified School District, School Bulletin, November 19, 1976.

sixth grade students attend camp in the mountains for one week), 14 junior high schools, 8 senior high schools, and 2 special schools. The Unified School District includes the cities of Long Beach, Signal Hill, Avalon (Santa Catalina Island), and a portion of the city of Lakewood. Its boundaries extend to Compton and Paramount Unified School Districts on the north, Orange County on the east, Los Angeles Unified School district on the west, and includes Santa Catalina Island (25 miles from the shore). The business district bounds the city on the south side and is a gateway to the Long Beach harbor and Queen Mary.

The socioeconomic level of the community includes business persons, professional, semiskilled, and skilled workers. McDonald Douglas and the federal government are major employers in the area. The state, county, and local governments employ a sizable number of persons from Long Beach. The private sector has also been a leading employer of the Lakewood-Long Beach residents. Long Beach Unified School District employs more than three thousand certificated personnel and approximately twelve hundred classified staff.

Two community colleges and a California State University are among the institutions of higher learning in the area.

During the 1973-74 school year, the assistant superintendent of schools organized a committee of school

personnel, civic, civil rights and religious leaders to serve in an advisory capacity to the Board of Education and as liaison persons between their respective communities/organizations and the school district. The group was known as the 3.3 committee. This program specialist served as school employee/community representative. Using materials from the state department and Education Code Sections 13345-13349 (Article 3.3 of Chapter 2, Division 10) as guidelines, the committee developed plans for the implementation of the new law. The committee functioned for several years.

Importance of Investigation

Administrators at some school sites were under pressure from members of the staff and school community to offer in-service courses in the Black Culture. The increasing number of Black students throughout the district, the teacher transfer policy, the expansion of the enrollment balance program, and racial tension in some of the schools heightened the need for courses relating to the Black Culture. Teachers' feelings of frustration with the racial/ethnic changes and Black parents' attitudes toward some white school personnel further increased the need for courses relating to this minority group.

Definition of Terms

Article 3.3: Teacher preparation is a part of Sections 13345 through 13349 of the Education Code (Article 3.3 of Chapter 2 of Division 10).

Black Culture: According to Barnouw, "Culture is the way of life of a group of people, the configuration of all of the more or less stereotyped patterns of learned behavior which are handed down from one generation to the next through the means of language and imitation."[1] Black Culture is the total experience of Black people as defined by Barnouw.

Education Code Sections 13345-13349 are as follows: Section 13345 deals with in-service preparation in ethnic backgrounds; Section 13346 details approved courses; Section 13347 discusses content of in-service programs; Section 13348 involves budget; and Section 13349 concerns report to Legislature. All were effective July 1, 1974.[2]

Enrollment Balance Plan: A program designed for equalizing enrollment of students from different racial/ethnic backgrounds in schools with predominantly one racial group. Balancing the enrollment was achieved through sending minority students to suburban schools and majority students to inner-city schools on a voluntary basis.

In-service Courses: Courses offered to district personnel on a voluntary basis, unless otherwise stipulated.

Staff Development: Courses offered through the staff development department for certificated personnel. Participants receive a small stipend or credit on the salary scale for completing the requirements of the course.

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[1]Victor Barnouw, Culture and Personality (Homewood, Illinois: The Dorsey Press, 1963), p. 5.

[2]See California Education Code.

THE PROBLEM-SOLVING TEAM AND PROBLEM DEFINITION

Problem-Solving Team

The problem-solving team was comprised of a principal, an inner-city school psychologist/counselor, a teacher, and a program specialist who served as coordinator of the team. The pastor of a local Black congregation and several Black professional persons served in an advisory capacity to the team.

During the orientation meetings, the team suggested that progress reports should be made to the Black members of the 3.3 committee periodically. However, as its work continued, members agreed to make formal reports to a select group of Black professionals who had previously agreed to work with the team. Representatives from the group met frequently with the team in the early stages of its planning. Progress reports were made to the advisors at scheduled intervals. Review and feedback from this group were vital in the decision-making process.

Problem Definition

Although the team had discussed the plight of Black citizens in America numerous times in the initial meetings, it concluded that it had not focused its attention on the existing conditions. It agreed that the delineation of the components of the problem was necessary. After much

discussion, consensus was reached and the team listed the components of the problem as follows:

1. No courses available that present a realistic understanding of the Black child's self-image.
2. No course available for assisting teachers new to the school district in planning their daily school programs.
3. Teachers have a limited knowledge of Black families' aspirations for their youngsters
4. The lack of communication between teachers and parents of Black students create distrust.
5. No course available to prepare the school personnel or minority parents for school integration.
6. The stereotype views held by some members of both racial groups impede their working together.
7. Black cultural traditions that may conflict with school rules and regulations have not been identified.
8. No courses available that focus on crisis intervention in racially oriented classroom or playground situations.
9. Teachers were frustrated with the increasing number of discipline problems in their classes.

The team recommended that the list of components be used only as reference in the formulation of the existing conditions. It contended that a more in-depth study of the problem was imperative. The conditions had been discussed, but the team had not completed verification of them. The existing conditions were validated through observations, discussions, and informal surveys. An additional six weeks was needed to gain consensus on the desired conditions. The statement of the problem is rewritten here:

Problem: How can a course in Black Culture be designed

and implemented in such a manner that it meets the requirements of Education Code Sections 13345 through 13349 (intergroup relations and ethnic studies) for staff development of certificated employees in the Long Beach Unified School District?

Existing Conditions		Desired Conditions
Courses designed for familiarizing the certificated personnel with the Black community and culture are nonexistent.	1.	Staff development courses for familiarizing certificated personnel with the Black culture, history, and current problems be designed and implemented.
In-service programs for acquainting certificated personnel with the Black families and their living patterns, aspirations, and achievements are nonexistent.	2.	In-service courses for acquainting the school persons with the Black family, its life style, aspirations, and achievements be provided.
No courses are available for assisting certificated personnel in acquiring skills in holding conferences and in communication with Black parents.	3.	Course in communication and holding parent/teacher conferences be available to certificated personnel.
No staff development programs are offered that include the Black dialect, body language, physical and psychological pride, and feeling tones.	4.	Design and implement courses in the Black Culture that include the Black dialect, body language, physical and psychological price, and feeling tones.
Courses in the prevention, intervention, and resolution of conflict in racially tense school situations are nonexistent.	5.	Courses in the prevention, intervention, and resolution of conflict in racially tense situations be provided for certificated personnel.
Eighty-three percent of the teachers surveyed stated they received no materials nor in-service training in the resolution	6.	The number of teachers needing in-service training in the resolution of discipline problems be reduced to not more than 5%.

of discipline problems in

SOLUTION CRITERIA AND CONSTRAINTS

Solution Criteria

The planning team's next function was the establishment of criteria to be utilized in seeking out and examining a variety of solution strategies. One of its tasks was the assignment of desired conditions into components of Musts and Shoulds. The desired conditions were then rewritten as the solution criteria.

The solution strategies selected to design and implement a course in Black Culture in such a manner that it meets the requirements of Education Code Sections 13345-13349 for staff development of certificated employees Must:

1. Make proyisions for familiarizing the certificated personnel with the Black culture, history, and current problems.
2. Provide in-service courses for acquainting the school personnel with the Black family and its standard of living, aspirations, and achievements.
3. Establish guidelines and staff development courses for assisting school personnel in the resolution of discipline problems.
4. Make provisions for designing and implementing courses in the Black Culture that include the Black

dialect, body language, physical and psychological pride, and feeling tones.

5. Provide course materials including a list of techniques for holding conferences with Black parents and students.
6. Make provisions for courses in the prevention, intervention, and resolution of conflict in racially tense situations.
7. Design strategies for evaluating the program.

There were no solution strategies selected as Shoulds.

Constraints

The planning team identified three constraints that may be limiting factors in the selection of solution strategies:

1. The recent cutbacks in staff development funds may curtail the implementation of new in-service programs.
2. The format, content, and length of courses were factors to be considered in planning in-service offerings for staff development.
3. Physical facilities, location, presenter, and scheduling of course often determined whether or not the offering would be well attended.

SURVEY AND SELECTION OF SOLUTION STRATEGIES

Survey of Solution Sources

The eight most valuable sources of information were both majority and minority elementary and secondary administrators, elementary and secondary school counselors, teachers (kindergarten through twelfth grades), Black students and parents, a Black professional group, patrons of a Black beauty shop (place where hairdressing is done), a Black church group, and survey of the literature.

Most of the administrators interviewed had been both urban and suburban managers. They discussed the critical aspects of their assignments in the predominantly majority and minority schools. They focused their attention on the discipline problems and agreed that discipline is a concern in all schools. One manager stated that the way any problem is resolved can be a factor in determining the success or failure of a manager's program.

The school counselors commented that if they had time to counsel with students rather than devote their energies to other areas, Black students would have an opportunity to develop a positive relationship with several persons at a school.

Teachers interviewed were pleased with their assignments in inner city schools. They quickly enumerated the advantages of working in schools with a one to ten adult

ratio and the special funds that had made teaching in their schools a positive experience.

Black students and parents read the materials and made suggestions for improvement in several areas. All agreed that Blacks do have a culture and it should be shared with others.

The Black professional group was the most helpful in offering to serve as advisors to the team and critique the material when necessary. Their professional experiences in diverse areas such as music, medicine, law, and the arts brought additional knowledge from different perspectives on the problem.

Patrons of the Black beauty shop were women of all ages and backgrounds. Their approach to problem solving was quite different from that of professional persons. They considered common sense a very important factor in developint programs or educating children. Most of these ladies spoke in the Black dialect of their heritage.

The Black church group injected religion into every aspect of the interview. Most are men and women of the middle years who are conscious of the need for more understanding of the Black background. They deemed it an honor to be included in the survey.

In a survey of the literature, the following books and articles on Black Culture were useful in determining the selection of solution strategies:

Books:

Comer, James P., and Alvin F. Poussaint. Black Child Care. New York: Simon and Schuster, 1975.

Scanzoni, John H. The Black Family in Modern Society. Boston: n.n., 1971.

Silberman, Charles E. Crisis in Black and White. New York: Random House, 1964.

Books (Paperback):

Blackwell, James E. The Black Community. New York: Dodd, Mead and Co., 1975.

Rich, Andrea L. Interracial Communication. New York: Harper & Row, Publishers, 1974.

Articles:

Colquit, Jesse L. "Eliminating Black Cultural Oppression in the School Curriculum." The Education Digest, March 1977; condensed from NASSP Bulletin 60 (December 1976): 36-42.

Poinsett, Alex. "PUSH for Excellence--Jesse Jackson Leads Crusade to Boost Student Achievement." Ebony 32, 4 (February 1977).

Selection of Solution Strategies

As a part of the process utilized in generating solution strategies, the team reviewed the state laws relating to teacher preparation in the history, culture, and current problems of racial and ethnic minorities. Periodicals and books in sociology and psychology of the Black Culture were also scanned. The team agreed that a variety of proposals should be developed and presented to the Black professional group for critiquing and feedback. Several brainstorming sessions were held with this group and later with the Black church leader who had served in an advisory capacity to the

team. The district directors of Guidance Services and Staff Development respectively offered suggestions and encouragement to the group. As a result, the team gave consideration to the following solution strategies:

1. That communication with Black parents include verbal and written contacts. Course format includes discussions, observations, and readings. Participants were also encouraged to listen and talk with Black students and parents on several occasions during the course. Sharing experiences with other participants was also recommended. By the end of the course, participants should be aware of the areas that create conflict in Black and White relations. Procedures for the resolution of discipline problems was one of the areas that caused more conflict than any of the academic subjects.

2. That a course in Black Culture include definitions and word connotations from the Black dialect and excerpts on the body language of the Black youth. Attention should be given to the feeling tones, verbal expressions, self-image, physical and psychological pride as demonstrated in the walk, hair styles, and clothing. The Black dialect is also a common form of communication among Blacks. This area should be addressed thoroughly.

3. That course included materials on the prevention, intervention, and resolution of conflict in racial crisis situations. Problem-solving techniques in human communication and the interaction model were recommended resources for assisting participants in the acquisition of the necessary skills in conducting meetings with groups. Additional areas

to be covered in the course were methods of disseminating information, controlling rumors, and means of defusing emotional issues.

4. That guidelines for assisting school personnel in the management of discipline problems and in the planning of programs for students with chronic behavior problems be given primary consideration. Areas to be included were the attitudes of parents and students toward school discipline policy, students' academic ability, classroom behavior, attendance patterns, and peer relationships.

5. That materials on conference procedures be available to participants. Introduction of skills in problem solving and a list of some of the Do's and Don'ts in discussing problems with Black parents and students were included. A list of suggested readings was also part of the course.

The team discussed each solution strategy separately and compared it with the previously established solution criteria and constraints. After examining a solution analysis matrix that was introduced to them by the program specialist, the team approved the instrument for rating the solution strategies. Each member of the team had an opportunity to rate the solution strategies against the solution criteria on the solution analysis matrix. Included in the matrix were the solution strategies, solution criteria, and constraints. The team agreed that the rating should be on a 0-5 basis. The highest score was 5; the lowest was 0. A meeting was held to discuss the solution strategies that received the highest score and compile the results of the

ratings on the matrix. Each member was given a copy of the matrix several days prior to the meeting. A solution analysis matrix is included in the Appendix.

After discussing the ratings on two separate occasions, six solution strategies with the highest rating were selected for field testing:

#1. Course presents a realistic approach to the Black culture, history, and current problems.

#2. Course presents a positive portrayal to the Black family.

#3. Communication with Black parents [shall] include verbal and written messages. Course format [shall] include discussions, observations, etc.

#4. Course [shall] include Black dialect and body language.

#5. Course [shall] include materials on the prevention, intervention, and resolution of crises in racially tense situations.

#6. Guidelines for assisting school personnel in the resolution of discipline problems.

FIELD TEST PLAN

Proposal, Implementation, Evaluation and Follow-up

The field test was planned for March 9-30, 1977, at Millikan High School. For fiscal reasons, a tentative proposal had been submitted to the staff development screening committee in June 1976. Committee approval was received in September 1976. Action research had begun on the word connotations and definitions in the Black dialect immediately

following the organization of the district 2.2 committee during the 1973-74 school year.

Beside the basic functions of a planning team in the problem-solving model, additional duties of the team and its advisors were gathering other data that were pertinent to the development of a program in the Black Culture. Both advisors and team members agreed that input from the mass of ordinary Black citizens whose children constitute a majority of the students enrolled in inner city schools was needed. Members visited various Black community service businesses and informally chatted with owners and patrons. From these discussions, the members concluded that the Black community believed that more information regarding the Black culture should be offered to the total school community, including the certificated staff.

Early in January 1977 the program specialist serving as coordinator presented the formal calendar and plans to the Assistant Director of Staff Development. The proposal included the course title, class size, and budget. The proposal can be found in the Appendix. The calendar is below:

January 11, 1977 — Meet with Assistant Director of Staff Development. Agenda for that meeting includes:

1. Confirmation of tentative proposal with a few additions and deletions.
2. Discuss preparation of course announcements such as dates, time, credit, location, and instructor.
3. Submit brief description of the course. See Appendix.
4. Size of class and length of course.

January 14, 1977	Contact high school principal and obtain a verbal agreement for use of his school facilities. (He had offered his school site at the screening committee meeting when the original proposal was approved.)
January 18, 1977	Pre-field test in-service offering was held at a suburban junior high school. More than 75% of the staff attended. The evaluations rated the presentation as excellent and worthwhile.
January 20, 1977	Pre-field test in-service program to an inner city elementary school staff. Approximately 80% of the staff attended the meeting and described the materials and presentation as very good or outstanding.
January 25, 1977	Submit format to staff development office for printing announcements.
January 28, 1977	District artist called to ask if a picture of a Black family on the announcement was all right. Team approved.
February 1, 1977	Submit course materials for printing.
March 1, 1977	Announcements sent to all schools. Tear-offs to be returned to Instructor.
March 8, 1977	Thirty-five tear-offs returned to Instructor.
March 9, 1977	First class meeting; more than 65 tear-offs had been received. Although the class maximum was 30 persons, 45 persons attended the first session. The 30 persons who signed up first remained in the class; 15 have priority on the waiting list and 20 have second priority when the course is offered again.
March 9-30, 1977	Four 2¾ hour sessions were held on Wednesdays from 4:15 to 6:30 in the teachers' lounge at Millikan high school. Evaluation was done at the last session March 30, 1977. The results were positive and a general rating of outstanding and very good were given by the participants. See page for Evaluation questions.

April 20 & 27, 1977	Follow-up meetings mentioned above.
May 23, 1977	Presentation to the Board of Education as a part of the Guidance Services program in "Prevention, Intervention and Resolution of Conflict."

After the first meeting, the team met to discuss the evaluations that had been returned. Two members of the team had attended that session and gave a favorable report with a few minor suggestions. The team met again at the close of the last session Marcy 30, 1977. This meeting was to assess the four sessions, review the evaluations, and make recommendations for the overall improvement of the course.

Adopt, Modify, or Reject Solution

The team met in April to review and discuss the evaluations of the four sessions and the additional two sessions that were requested by some of the participants. The evaluation form consisted of four questions. Participants were asked to give a written response to each question at his/her discretion. The questions were:

1. What did you like most about this session?
2. What did you like least about this session?
3. What could be improved?
4. Comments/Suggestions.

Some of the comments were:

The responses to #1 were: "Frankness of instructor, excellent insight to Black problems, excellent approach. Discussions are down to earth, very interesting topics. I

needed this, most helpful, and the practical approach." All of the comments were in this same positive manner.

Question 2 was left blank or the word nothing was written with an exclamation point beside it: "Nothing!"

Question 4 was generally, "Excellent, very good or outstanding."

Since the culmination of this effort, 15 schools from both the inner city and suburban areas have offered one-hour in-service sessions on a minimum day schedule for their certificated and classified personnel.

The 6 highest rated solution strategies have met the solution criteria that had been established. The presentation to the Board of Education and the comments from some of the high ranking leaders attending that meeting was quite favorable.

Follow-up

Since the inception of this program in 1977, more than forty (40) workshops and seminars have been given throughout Southern California. Several have been planned for the Spring Semester of the 1980-81 school year.

The audiences have included teachers, administrators, counselors, nurses, librarians, parents and classified personnel.

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Books of General Interest

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Books about Black People

Comer, James, and Alvin Poussaint. Black Child Care. New York: Simon and Schuster, 1975.

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Poinsett, Alex. "PUSH for Excellence--Jesse Jackson Leads Crusade to Boost Student Achievement." Ebony 32, 4 (February 1977).

Books about the Black Family

Billingsley, Andrew. Black Families in White America. Englewood Cliffs, N.J.: Prentice Hall, n.d.

Scanizoni, John H. The Black Family in Modern Society. Boston: n.n., 1971.

Additional Books on
Black Culture and Schools

Clark, Kenneth. Dark Ghetto. New York: Harper & Row, Publishers, 1965.

McGeoch, Dorothy, Learning to Teach in Urban Schools. New York: Teachers College Press, n.d.

Meier, August, and Elliott Rudwick. From Plantation to Ghetto. American Century Series. New York: n.n., n.d.

Book about Culture and Personality

Barnouw, Victor. Culture and Personality. Homewood, Illinois: Dorsey Press, 1973.

Additional Printed Material

Fine, Thomas. Guide to Educational Problem Solving. La Verne, California: La Verne College, 1976.

APPENDIXES

Appendix

High score 5
Low score 0

SOLUTION ANALYSIS MATRIX

Solution Criteria	Solution Strategies						
	Plan 1	Plan 2	Plan 3	Plan 4	Plan 5	Plan 6	Plan 7
1. Make provisions for familiarizing the certificated personnel with the Black Culture, history and current problems.							
2. Provide in-service courses for acquainting school personnel with the Black family.							
3. Establish guidelines for assisting school personnel with the resolution of disciplines problems							
4. Make provisions in courses for Black dialect and body language.							
5. Provide materials for holding conferences with Black parents.							
6. Make provisions for courses in the prevention, intervention and resolution of crises in racially tense situations.							
Constraints — Total Score							
1. Cutbacks in staff development funds.							
2. Format, content and length of course.							
3. Physical facilities, location presenter and scheduling of course.							27

STAFF DEVELOPMENT PROPOSAL

Title of Course: The Black Family's Value Systems and the Schools

Brief Description:

This program is designed to offer certificated and classified staff an opportunity to become acquainted with the Black community in this district.

Designed for:	Elementary	Junior High	Senior High	Others
Teachers	X	X	X	
Managers	X	X	X	
Counselors	X	X	X	
Nurses	X	X	X	
Librarians	X	X	X	
Aides	X	X	X	
Classified	X	X	X	
Parents	X	X	X	
Others				

Number of Participants: Minimum _____ Maximum 30

Total number of Hours: 9 hours

Number of Sessions 4 Length of each 2 hours and 15 mi

Personnel Required:

Leader Dr. Bennie Reams Qualifications: Dr. Reams holds a B.S. in Education; M.S. and M.Ed. in Educational Psychology from the University of Southern California and Doctorate in Education, University of La Verne (California). She has served as teacher, school psychologist and school administrator in Long Beach Unified School District, Long Beach, California.

Indication of Need (Needs Assessment)

1. The extensive enrollment balance program has created a need for course
2. California legislation requires staff development programs in intergroup relations and ethnic studies (Ed. Sec. 13345-9).
3. The number of misunderstandings related to racial differences at the site levels has heightened the need for this type of course.

Purpose (Performance Objectives)

1. By the end of this course, the participants will be aware of the value systems of the Black students in their classes.
2. By the end of this course, teachers will be famil some techniques for holding successful parent conferences.
3. By the end of this offering, teachers will understand how to communicate with students and parents.

Outline of Content and/or Sequence

See attached

Types of Learning Experiences

Lectures and discussion
Role playing with participants
Practice some of the skill
Case studies
Instructional materials

Materials

Room that seats participants in a circle
Chalkboard and crayons
Other Instructional Media materials as needed

Means of Evaluation

This course will be evaluated on a form provided by the initiator.

Complete Cost Estimate (Materials, Salaries, etc.)

Group Leader	$157.50
Materials mimeographed and xeroxed	50.00
	$207.50

Dr. Bennie Reams — Initiator
Hoover Jr. High School — School or Office
2-9-81 — Date

STAFF DEFELOPMENT COURSE PROPOSAL

Outline of Content and/or Sequence

"The Black Family's Value Systems and the Schools"

I. Definition of Black Culture
   - A. Black class distinctions
   - B. Inner City Culture
   - C. Upward Mobile Culture

II. Black Values
   - A. Middle Class
   - B. Lower Class
   - C. Lower-Middle Class
   - D. Middle-Middle

III. Black Religion
   - A. Denominations
   - B. Occasional church participant
   - C. Church leadership
   - D. Influence on Education

IV. Black Family
   - A. Male Role
   - B. Female Role
   - C. Extended Family

V. Black Self-esteem
   - A. Physical Pride
     - a. Clothing
     - b. Hair style
   - B. Home Environment
     - a. Furniture
     - b. Food

VI. Body Language--Nonspoken
   - A. Walk
   - B. Body Movements
   - C. Fads
   - D. Rhythm
   - E. Dance

VII. Spoken Language
   - A. Expressive Language
   - B. Feeling Language
   - C. Slang or Fad Language

The Black Family's Value Systems (continued)

VIII. Literature and History

- A. Early Writers
- B. Early Historian
- C. History passed down through folklore
- D. Modern Writers

IX. Early Activists

- A. Orators
- B. Political Figures

X. Music

- A. Gospel
- B. Jazz
- C. Black Musicians
- D. Other Musical Forms

XI. Art

- A. Human Figures
- B. Abstract

XII. Issues of Importance to Black People

XIII. Recreational Activities

XIV. Suggestions for Teachers*

*The Suggestions for Teachers will be included in all chapters as needed.

STAFF DEVELOPMENT WORKSHOP

"Black Family's Value Systems and the Schools"

EVALUATION FORM

1. What did you like most about this course?

2. What did you like least about this course?

3. How could this offering be improved?

4. Comments and/or additional suggestions.